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A program to prepare preservice elementary school teachers at the University of Connecticut to work with urban youth is proposed. Unique features of the program include: (1) Students spend six weeks studying and observing the urban environment, followed by eight weeks of teaching in urban schools. (2) Two persons representative of the ghetto community serve as lecturers to help analyze urban problems. (3) Students live in at the New Haven Center for Regional Cooperation in Education in order to have increased interaction with each other as well as with the urban community. (4) Study programs are independent, allowing each student to determine for himself and from his own experience ways to provide meaningful learning experiences for urban youth. (5) Community study and participation and classroom activity run concurrently. (6) Formal university instruction in language arts, social studies, and science is carried out informally in conjunction with student teaching. Personnel needed for the program include a director, a secretary, university lecturers in education, a research assistant, and consultants noted for urban understanding. Program evaluation will consist of (1) feedback from the community, the lecturers, and the resident supervisor and (2) measurement of attitude change on the part of public school pupils and student teachers. (SG)

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E D U C A T I N G "T E A C H E R S" F O R T H E C I T Y

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EDUCATING "TEACHERS" FOR THE CITY

Introduction

Meaningful training programs are natural outgrowths of effective learning situations. The possibilities are limited only by the imaginations of those who would prepare professional people.

It seems to be instant redundancy to mention the need for "teachers" prepared to teach in city schools. Yet, as "teacher" education programs are reviewed, it appears most are operating on the comfort level--comfort in tradition and not venturing into coping with the upsetting problems presented by the city and metropolitan youth. Discussions with and presentations by superintendents of the larger metropolitan school districts are generously sprinkled with the lamentation that "teachers" are being prepared for the "ideal" system and not for the metropolitan situation. Dr. Neil Sullivan, Superintendent of Berkeley, California, summed it up this way:

> Traditionally, Schools of Education have offered middle-class training to middle-class teachers in training, for middle-class schools. That tradition persists.[1]

For the prupose of this proposal, metropolitan youth shall be considered all youth in metropolitan areas.

The term "teachers" will be used to connote trainees in pre-service type programs with undergraduates and graduates, continuing education with graduate students (master's and doctorates) and a re-education type endeavor for teachers of teachers (college and university professors).

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[1] Neil Sullivan, "Let's Take a Good Hard Look at Teacher Training," The Community School and Its Administration, Vol. 5, No. 10 June, 1967, p. 3

Although the educational problems may differ from inner city to suburbia, "teachers" should be educated or re-educated in ways to analyze and cope with these problems. These "teachers" need to be aware of the perceptions and expectations of youth from all parts of the city, particularly with the increasing interest in the educational park concept, increasing opportunities for interaction and possible new patterns of staff utilization. In this endeavor teachers of teachers will be forced to look at themselves and their curriculum in terms of a changing society and the ramifications of this change on the content as well as on the method. It should further enhance the translating of this knowledge to their respective students.

In keeping with a proposal recently submitted by the Commission on Higher Education by the State of Connecticut dealing with TTT, the present proposal will provide a laboratory where not only education professors but those in liberal arts and the sciences as well as the School of Social Work can become involved in updating their perceptions about the 1968 social revolution by offering a living laboratory for social research.

The Association for Student Teaching saw fit to address several pages of its yearbook to the problem of preparing "teachers" for teaching the urban child.[2] Since 1963, urbanization has increased and the cultural milieu of many areas are undergoing rapid changes. Reading about the characteristics of disadvantaged youth, their views of the world, and listening to the reports or panel discussions of means to reach the urban center child will leave little more than the short-lived emotional surge of the moment.

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2 The Association for Student Teaching, Concern for the Individual in Student Teaching: Forty-Second Yearbook, 1963, pp. 3-15.

Reading about the problems of suburban youth experimenting with LSD, the inner city matriarchal society, or the individualizing of assignments via dial select systems of instructional materials centers is quite different from face-to-face interaction with the youth, the parents, the community leaders, and the manipulation of the hardware and software with the learners, based upon the teacher's insights about the city.

An antiseptic dip into the metropolitan school for a few hours each day for six or seven weeks seems only to reinforce the image the inner city school has, or at best, leaves the pre-service "teacher" with the feeling he has done well to serve his time.

A similar sojourn in a pleasant suburban school may convey the impression that all is well and that the only challenge is developing means of exposing this group to more knowledge.

The young men and women of 1980 are going to be in a technologically more different world from today than we are in from the world of 1955. The rate of technological change is exponential while the rate of social change seems to be relatively a snail's pace in comparison with our technology change rate. How do we prepare youth to cope with these differences? What can we as "teachers" do to help youth articulate between the social sophistication (and lack of sophistication)of his time and the technological sophistication? This question certainly pertains to all levels of education from the kindergarten to the Ph. D. level.

The Program

It is proposed here to provide a situation which will immerse the "teacher" into the metropolitan environment, involve him in the social problems of the

city as well as provide him opportunity to relate what he finds to his instruction of metropolitan youth. "Research indicates that a sense of belonging to a group provides an opportunity for the group to exert influence which will bring change in attitudes and action."[3] In addition to the participants in the program, important segments of this group will be the lecturers in education and resident university supervisors who are knowledgeable about the metropolitan community and people and enthused about the possibilities inherent in teaching these people.

All University of Connecticut Ph. D. students and many candidates for the M. A. degree in elementary and special education will be expected to involve themselves with education problems of the American city. As such, many of them will be involved in the center at New Haven as well as other urban programs that the University of Connecticut becomes involved in including the one at Groton-New London (Appendix 1).

The director expects to invite all of the professors in elementary, secondary and special education to the New Haven project to not only talk and interact with the students residing there but more importantly to involve themselves in a meaningful dialogue with the ghetto.

Features Unique to this Program

The Lecturers in Education: Hired as Lecturers in The School of Education at The University of Connecticut will be two persons representative of the ghetto community who will work with the participants in the community and classrooms to help probe and analyze the problems of education in the city.

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3 The Association for Student Teaching, Professional Growth Inservice of the Supervising Teacher, 1966, p. 11.

These lecturers will be able to involve the people of the neighborhood who will be able to teach the participants, as well as interested university faculty, the style of the family and their children.

Community Involvement: Because of the length of time spent in the program (a full semester rather than six or eight weeks) and because of the live-in feature, it will be possible to immerse the participants in the problems of the city as seen from several viewpoints. The participants will have opportunities to observe and interact with the people. They will receive an "in-the-streets" education as well as have time to discuss and analyze it with the above mentioned lecturers, other university personnel and consultants well known for their contributions in urban education. The program is obviously not an 8 a.m. to 4 p.m. program.

Location: The program will be centered at the New Haven Center for Regional Cooperation in Education (See Appendix II, Figures 1-6). This results in several unique facilities and advantages to the program. As a follow-through center, the location offers the participants opportunities to observe and interact in new approaches in education including exploratory programs with talented youth, special and vocational education, and utilization of aides, specialists, and health teams.

Independent Study Programs: Each student will develop a study program relating what he finds about the community, what the literature and research states, and behavior in the classroom which will results in meaningful learning situations for metropolitan youth.

Objectives

The overall objective of the proposed program is to prepare a pre-service "teacher" for work with metropolitan youth. However, this cannot be undertaken

without the added major objective of modifying views of the graduate students as well as those of the college and university faculty involved in the training of the public school personnel. More specifically stated the objectives are as follows:

1. To provide opportunities for the "teachers" to participate in the social problems of the city and to see the complexity of metropolitan educational problems from the views of those working with it and those living with it.

2. To provide opportunities for "teachers" to observe and interact with metropolitan youth in classroom, work, social and recreational situations.

3. To provide opportunities for "teachers" to enter into dialogue with community leaders and youth about their problems.

4. To provide opportunities for these "teachers to participate in and observe "cutting edge" programs and ideas of how to meet the problems of educating metropolitan youth.

5. To provide the advantage of analysis of his plans and practice with both a person skilled in educational methodology and persons representative of the ghetto community.

6. To gain the advantage of relatively instant feedback from the supervisor, cooperating teacher and lecturer.

7. To provide the "teachers" the advantage of interacting with each other in a way not possible in the traditional student-teaching pattern.

8. To provide opportunities for both present staff of the public school programs (e.g., elementary teachers, specialists, Headstart and follow-through staff) and the University faculty[4] to learn of the educational needs of metropolitan youth and problems and solutions in connection with these needs.

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[4] This will provide the School of Education faculty with meaningful experiences on which new concepts of teacher education "for real" can be built.

Criteria of Selection

The pre-service "teachers" selected for the first group would be selected in the following criteria:

1. The teacher would be preparing to teach on the elementary level, preferably on the primary level.

2. The teacher would be committed to the idea of teaching in the city.

3. The teacher would fully understand the program planned and agree to all facets of it.

4. He would be recommended by his School of Education advisor as having the ability to work well with people of various ages, both adult and students.

5. Evidence must be furnished that the pre-service teacher is academically competent.

Pre-Service Program

The New Haven Professional Pre-Service Program will involve a six followed by an eight week segment. The former will aid to acquaint the student with that environment with which he has to interact. This will include the following:

(1) Various community formal and informal power structures, para-educational service agencies (community mental health clinics, etc.).

(2) Classroom involvement will be initiated with observation and followed by experiences as a teacher aide, resource teacher and finally culminating with practice teaching. Each step will take place at the mutual agreement of student and staff. This will be based upon a mutual feeling of readiness by each.

(3) Seminars will be held to place the University academic learning in a proper prospective. This will be done through utilization of case studies of youngsters with whom the pre-service students will be working. It is also planned to utilize video tapes showing interactions between a student and a pupil.

This should enhance motivation and lead to more meaningful involvement by that student for seeing himself interacting with a pupil should motivate the teacher to enter into a dialogue about the specific experience.

(4) Consultants will be brought in to discuss a wide range of related topics such as the relationship of Negro history to present day family structure; the sociology of the ghetto home; the status of minorities; minority-majority group relationships, etc. These will usually take place in the evening.

(5) Formal University instruction in the language arts, social studies, and science will be presented in an informal and non-traditional way. All of the instruction will be carried out within the framework of the students' teaching experience at New Haven. A typical week manifesting the above follows in Table 1.

Table 1
New Haven Professional Semester

	Monday	Tuesday	Wednesday	Thursday	Friday
A M	<u>Community Agencies</u> Clifford Beers Clinic High Meadows Regional MR Center Field Centers (Poverty Programs) Community Centers (Drop Outs Suspended)	Teacher Observation ↓ Teacher Aide ↓ Resource Teaching ↓ Teaching	Formal and Informal University Instruction <u>Not Lectures</u>	Same as Monday a.m.	Seminar — Case Study Discussion and post mortem of Thursday p.m. classroom happenings
P M	Formal and Informal University Instruction Not formal lectures	Seminars — Case Studies and post mortem discussions of the a.m. school observations	Home Visits to children that one may be working or interested in	Teacher Observation ↓ Teacher Aide ↓ Resource Teaching ↓ Teaching	<u>Quinnipiac Center</u> Observations Tutorial of Gifted, Normal and slow learners at center.

The second eight weeks will involve student teaching. This will be somewhat different from the traditional student teaching experience in that

(1) Attempts will be made to match the students personality, character and needs to that of the pupils.

(2) The general weekly visitations in terms of methods of teaching, per se, will be less important than will be the emphasis on pupil-student-teacher relationships.

(3) The director by virtue of not teaching courses to and not having been an advisor to any of the students at the University will be able to be more objective in his dealings with each one of them.

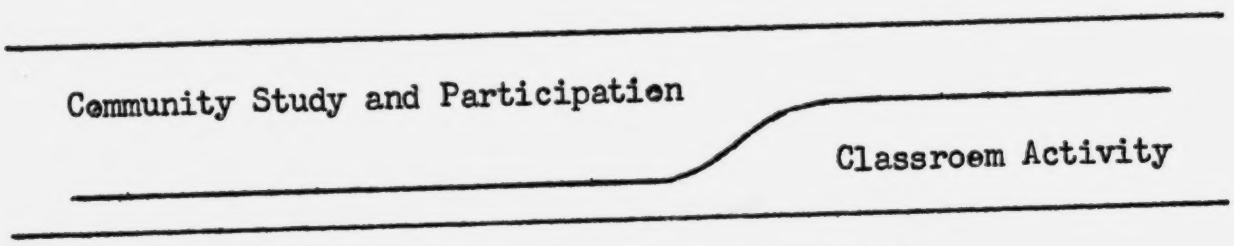
The student supervision, per se, will be conducted by a member of the University team. His involvement will include consultation with the project director regarding progress or problems of specific pupils and in turn actual visitation to the classroom setting to observe. This would be followed by supplementary methodological seminars which will be based upon not only observation but also the voiced needs of the student. This individual would be encouraged to communicate with "the sister" project in New London (copy of New London Project is attached in Appendix 1).

An important aim of this project, in keeping with TTT, is to also convey the needs of the main stream to the University community at Storrs. It is hoped that future course offerings will then be adapted to convey the reality of today's educational dilemmas and thus enhance the translation of theory into practice.

Program Elements

The specific timing of some of the program elements will be dependent upon local conditions and will vary from participant to participant depending

upon maturity and interests. The general pattern of the program may be illustrated by the figure below. Every effort will be made to avoid compartalization of community study and participation and what happens in the classroom. It will soon become evident that the political and educational



establishments do not necessarily relate their behavior toward meeting felt needs. Here then is one focal point for this program—the relating of what is learned about the style of the urban families and children and what occurs between would-be teacher and learner.

Emphasis is placed on the involvement of the participants in the community, yet the students will be in classrooms from the first few days to the last days of the program.

The participants would receive appropriate credits for the semester to satisfy graduation and certification requirements normally met by this stage of their academic program.

Observations: In traditional student-teaching programs, this is confined to a few days in the classroom to which the student has been assigned. At best, it includes other classrooms of the same grade level, or fleeting glimpses of other offices that serve the instructional programs.

The observations planned for this professional semester are not bunched at the beginning of the practicum, but rather are an integral part of the learning experience throughout the semester.

Included in these observations will be:

1. Operation of the Talented Youth Program.
2. Classrooms to which assigned.
3. Community school activities.
4. Operation, where feasible, of community organizations' meetings.
5. Social gatherings of youth and adults.
6. Governmental bodies in session; e.g., school board, town boards, etc.
7. Professional meetings of staff.
8. Parent groups when appropriate.
9. School supporting services.
10. Administrative groups when appropriate.
11. The community as a whole and as very separate parts.

Graduates and Training Teachers of Teachers

The best way to present the training potential of this proposal for graduate students and college and university professors is to offer the following examples which are duplicated by the TTT project as submitted by the Connecticut Commission on Higher Education.

"EXAMPLE 1. Mr. X, Professor of Social Studies Education and Practice Teaching Supervision, will be assigned to the center full-time for one semester. During this time he will be engaged in the following activities:

1. Actively participate with his 6 to 12 students in common community experiences.
2. Supervise the practice teaching experience of his students.
3. Lead seminars relating community and school experiences to the methodology of teaching social studies to inner-city children and youth.
4. Participate in appropriate school activities such as; curriculum study, teaching an experimental class or classes, or acting as an instructional resource for the faculty of a school.

5. Develop the means of involving other faculty members from his college in the activities and purposes of the center.

With these types of responsibilities, Mr. X, Professor of Social Studies and Practice Teaching Supervisor, will be receiving training in the dynamics of urban education as he relates his specialty to the total urban environment.

EXAMPLE 2. Mr. Y, Professor of Sociology in a School of Arts and Sciences, to be at the Center for one month. During his stay, he might be involved in the following activities:

1. Participate in selected community experiences.

2. Observe and analyze the social relationships existing between the school and community.

3. Lead seminars dealing with the sociological pressures which affect urban education.

4. Gather data or information which can be used in a study or his teaching specialty.

EXAMPLE 3. Mr. Z, Professor of English, with a special interest in linguistics, to be at the center for a sabbatical leave of a semester. His leave at the center might be directed at the following activities:

1. Teach appropriate classes or seminars for all of the participants at the center.

2. Carry on research in an area of his special interest.

3. Participate in the seminars provided by the center.

4. Work with the faculty of the school system involved.

EXAMPLE 4. Mrs. O., Chairman of the Department of Elementary Education of a School of Education, to be at the center for a period of two months. This person might participate in the following activities:

1. Become involved in selected community activities common to the professors and students participating in the center.

2. Teach a number of classes in the inner-city schools.

3. Hold seminars with appropriate professors at the center for the purpose of exchanging ideas and discussing new concepts of teaching related to inner-city children and youth.

4. For similar purposes, hold seminars with students.

As in the case of Mr. X, described in EXAMPLE 1, all the persons symbolically identified would be learning by involving themselves in activities related to their special areas of interest and their particular responsibility in the task of training teachers. Through direct confrontation with the inner-city community and its schools, all types of college and university personnel can receive a kind of training which is problem oriented, real, and which will require an examination of specific attitudes and commitments concerning the problems of urban education.

In addition to these specific involvements, cross-disciplinary seminars of both trainers and students should take place. Thus, subject area or categorical boundaries are to become secondary considerations while the psycho-socio-educational aspects as related to educational progress become primary".

Additional Program Elements

Probing the establishments: The provisions made for city core dwellers by the existing political, economic, and educational establishments will be examined. This is, of course, dependent upon the above described observations and the participation and seminars described below. It does merit pointing out as an important element of the program in that to be effective, teachers must be able to see comprehensively the problems they will encounter. It is expected that the participants will become change agents in the schools that hire them upon graduation and certification. A working understanding of the viewpoints of the establishment and its behavior is necessary for one who expects to affect meaningful change.

The Lecturers in Education will be very valuable in interpreting society's practices in terms of the ghetto's perceptions. Such interpretation will not only be important to the students for the classroom, but will be necessary if they are to participate in community problems as professionals.

Participation in the Community: It is expected that the students will be able to become involved in community groups, organizations and in some instances in personal situations. Parent groups, community social groups, minority group organizations all provide opportunities to participate.

Participation in the Classroom: Observation is important but if change is really effected through interaction. Increasing responsibility will be given to the students until full classroom responsibility is assumed. Full responsibility for a complete teaching schedule will constitute a small part of the semester as far as time is concerned, but its successful completion is a major focus of the whole semester.

It is further proposed that as wide an experience as possible be given the participants in order that they have a broad perspective of metropolitan education.

Seminar Activity: The Resident University Supervisor will be responsible for coordinating all seminar activity. He will utilize the Lecturers, community resource persons, consultants, and any others he feels will contribute toward the objectives of the program.

The seminar activity includes in-the-street experiences as well as more formal situations in which a consultant lectures or engages in dialogue with the students.

The main objective of the seminar is to raise the "teacher's" levels of sophistication in perceiving the problems of metropolitan education, ways in which to involve people and effect change, and perceiving the social-political natures of educational organizations, communities, and society as a whole. This entails an interdisciplinary approach encompassing sociology, anthropology, political science and psychology as well as family relations, child development, and learning disabilities.

The seminar becomes the threshing floor for separating realities from fiction. It will be here where what is observed, frustrations experienced,

and mistakes made or victories won are subjected to the light of inspection and analysis by the Lecturers, Director, consultants, and one another.

The seminar will also serve to generate, guide, and evaluate independent study by the students.

Personnel

Director

Staff needed for the program includes a Director who has been referred to as the Resident University Supervisor.

The Director's responsibilities include:

1. Liaison functions and coordination of pre-service classroom experience with cooperating districts.
2. Supervision of areas in which qualified.
3. Coordination of clinical aspects of pre-service experiences.
4. Teaching and coordination of seminars.
5. Coordination of community school experiences.
6. Dormitory supervision of pre-service teachers.

Secretarial Aid

A Steno II will be needed for record keeping, progress reports and other clerical duties which are essential for the smooth operation of this project.

University Lecturers in Education

As indicated above, the University Lecturers in Education would be identified from within the inner city. Legree requirements would not be a criterion. Rather, their expertise would be intimacy with and understanding of the core city. The persons selected must be knowledgeable about the perceptions of metropolitan youth toward education, teachers, courses of study, work,

each other, -- life as they see it. He must understand the perceptions of the educators, particularly the new teachers. The Lecturer must be articulate in expressing these perceptions and accurate in his analyses of how teacher behavior is perceived.

The University Lecturer's duties will include:

1. Participation in the seminar periods.
2. Observation and analysis of student teacher in the classroom.
3. Conferences with individual student teachers and Resident University Supervisor.
4. Assistance to Resident University Supervisor in community school experiences.
5. Acting as a resource person for University faculty concerned with the problems of the preparation of teachers for metropolitan schools.

Research Assistant

The research assistant will be a graduate student whose main interest will be in the area of urbanology and the social problems of the disadvantaged. He will assist the director in carrying through much of the research and evaluation of this particular project as well as help to develop new research endeavors.

Consultants

Consultants will be identified in terms of specialists needed to provide important dimensions to the students' experiences as well as provide help and direction to the development and evaluation of the program. They will be drawn from several disciplines such as political science, sociology, economics, cultural anthropology and the behavioral sciences. Persons will be sought who are currently prominent as a result of their contributions toward understanding and improving urban life.

Housemother

This person would be responsible for general supervision of the students as far as the living quarters are concerned. She would conduct and coordinate general housekeeping duties. She would be directly responsible to the Director.

Facilities

Minimal facilities needed would include rooms for sleeping, a seminar room large enough for participants, staff, and guests, one or two study rooms with adequate book shelving, and a large "family room." The family room area would include spaces for recreational activities. It is conceived that this area would provide many opportunities for interaction with metropolitan youth in a relaxed, non-classroom atmosphere.

Living space in the unit is provided for the "Housemother."

These facilities are already available or convertible space available at the New Haven Center (See Appendix II). This is an ideal location in that the students would have easy access to a wide range of community environments, schools, and the Project Follow-through activities at the Center.

Evaluation

There are several sources of evaluation of the program. Feedback from the community in which the students have worked will be considered. The pupils with whom the neophyte teachers worked will be a source. The Lecturers in Education and Resident Supervisor as well as the public school cooperating teachers will be valuable in assisting in evaluating the program.

Objective evaluation measures will be utilized to measure attitude change of "teachers" in the present program as well as those on the staff of the New

Haven and Hamden public schools. Similar attitude change of pupils with whom the project is going to be interacting will be measured. Many instruments can be utilized for these endeavors among which will be the Sterns Activity Index, Cattell 16 Factor Personality Test. (Appendix III)